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ABSTRACT

Project Re-Start, of the Dade County Public Schools in Florida, was funded under the Adult Education Act and the Stewart B. McKinney Homeless Assistance Act. Classes in literacy skills, General Educational Development (GED) preparation, English for speakers of other languages, employability skills, and life coping skills were conducted at most of the shelters for the homeless. Individuals who chose to participate in full-time vocational preparatory programs were assisted in the selection of the most appropriate program and then guided through registration procedures. Two educational specialists helped the homeless find part-time jobs and educational grants and assisted them through the bureaucracy of social services to obtain emergency housing allowances, food stamps, and aid to dependent children. Volunteers in Service to America (VISTA) worked closely with Re-Start staff to assist the homeless population with their return to a productive and meaningful life. During the 1989-90 school year, 1,518 adults participated in the academic and vocational classes and programs and 1,760 were counseled and referred to support agencies. (The document includes a 14-item bibliography and the following attachments: common excuses, letters from Re-Start students, Re-Start brochures, letters from shelters, individualized education plan, instructional goals and objectives, Miami Dade Community College workshop, VISTA workshops, telephone referral log, and fundraiser.) (Author/CML)

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# PROJECT RE-START

# A PROGRAM FOR HOMELESS ADULTS

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U.S. DEPARTMENT OF EDUCATION
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## ABSTRACT

Project Re-Start is Dade County Public Schools New Beginning/Homeless Literacy Training And Basic Skills Assistance Project funded under the Adult Education Act, Public Law 100-297 and Stewart B. McKinney Homeless Assistance Act, Public Law 100-97. During the 1989-90 school year, 1,518 adults participated in the academic and vocational classes and programs and 1,760 were counseled and referred to support agencies. A grant enabled the school system to employ two educational specialists to work directly with this population. Additionally, the funds were used to purchase bus passes for students who could not walk to the educational facility of their choice, for brochures to advertise the program and for materials and supplies.

Classes in literacy skills, GED preparation, English for Speakers of Other Languages, employability skills and life coping skills were conducted at most of the shelters. Individuals who responded to the invitation to participate in full-time vocational preparatory programs were assisted in the selection of the most appropriate program and then guided through registration procedures.

Additionally, persons camped out on someone's porch or sofa or living on the streets responded to the handouts and were directed toward the various educational facilities. The educational specialists helped the homeless find part-time jobs, educational grants, lead them through the bureaucracy of social services to obtain emergency housing allowances, food stamps and aid to dependent children until they could become independent wage earners. The educational specialists also worked with landlords and real estate agents to obtain apartments at reduced rates while the students were participating in full-time academic and vocational preparatory programs.

Volunteers In Service To America, a federally funded program under the sponsorship of Dade County Public Schools, worked closely with Re-Start staff to assist the homeless population with their return to a productive and meaningful life. On a rotating basis, they manned the Re-Start Hotline, a telephone number for educational services for the homeless. Project Re-Start staff and the VISTAs worked closely with every public and private agency, private individuals, business and industry, hospitals and mental health facilities ready and willing to lend a helping hand.

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## WHO ARE THE HOMELESS

Who are the homeless? They are the older male transients, persons who are mentally disabled and were deinstitutionalized or were never institutionalized, runaway or throwaway youth, families who have exhausted their resources, abused and battered women, mentally and/or physically disabled persons with low income, victims of alcoholism, illegal immigrants, and victims of man-made or natural disasters. The homeless who are victims of man-made or natural disasters usually are not homeless for very long. As soon as they have found help from family and/or government agencies, they are re-established in permanent residences. Illegal immigrants may remain homeless for longer periods of time because of fear of deportation once they find permanent housing. They are afraid of reporting work-related and wage abuse for the same reason, thus often not seeking appropriate housing because they cannot afford it.

Employees working for shelters, social services and emergency housing in the Miami area are beginning to admit that affordable housing alone is not an answer to homelessness. Too large a number of families or individuals who have been assisted with housing or have found housing on their own, return to homelessness within six months to a year. They usually have low educational levels, no money management skills, have difficulties making friends and thus cannot assimilate into the mainstream of society. Many homeless persons, especially single males, report that they have completed high school and some college. Approximately 25% of the homeless men interviewed at a shelter in Miami between 1988 and 1990 claimed to have completed college. Testing revealed that over 60% of this population functions tested below an 8th grade level of education. Of approximately

1,000 homeless adults tested, only 20-30 tested on or above a twelfth grade level of education. The low test results of the college graduates may be due to permanent brain damage caused by long-term drug abuse and alcoholism. This group of homeless is not helped by placing them in affordable housing or placing them in jobs related to their previous education. They need to be retrained and counseled so that they can become employable.

## Review of the Literature

Background information on educational programs for homeless individuals is almost nonexistent. James, Williamson and Levine (1986) in their report on a 10-year study of educational work with the homeless in England, point to an increasing amount of work that deals with mental health problems of the homeless. Their approach to remediate literacy skills through "Scrabble" was the same approach Dade County Public Schools used to interest this population in learning, and to make learning fun. In both programs it was found that resistance to participation in classes was reduced. However, the introduction to additional and/or more formal education was met with the various excuses listed in attachment I. James, Williamson and Levine (1986) described drop-in classes for homeless adults in England. These were designed to encourage a larger number of homeless to have a taste of the fun of learning. They found that the drop-in classes attracted a large number of students with a history of mental illness or emotional instability. This type of student had a fairly high level of literacy, but could not communicate effectively due to confusing thought patterns and inappropriate behavior. Future development of educational programs pointed to a concentration on mental health problems. In the final paragraphs of the

report, James, Williamson and Levine (1986:33) write that, "People with mental health problems are able to define their needs in educational terms in some sense escaping the stereotypical labeling of schizophrenic or psychotic to become a student". During interviews of well over one hundred homeless students in Miami conduced by Dade County Public School employees and Volunteers In Service To America in January and February of 1989, more than 50% admitted that they had been in mental institutions, or psychiatric wards, or had participated in mental health outpatient treatment. Of these, the majority reported a diagnosis ranging from manic depression to paranoid schizophrenia. The diagnoses reported were medically controllable illnesses. However, due to these illnesses, or along with them, as explained by the New Horizons Mental Health professionals during the Miami-Dade workshop in May of 1990, various personality disorders further disrupt their ability to cope with education, employment or assimilation into society. A common thread runs through the literature: the need to establish programs to deal with mental illness. Authors' descriptions of personality characteristics of the homeless point to personality disorders that could, with appropriate therapy and education, be reduced for many and be eliminated for a few. If this is to be accomplished through infusion of cognitive and behavioristic principles into teaching strategies and materials, it is also necessary to give teachers an insight into the mental illnesses and personality disorders most often found in the homeless.

The definition of personality disorders, according to The Diagnostic and Statistical Manual of Mental Disorders, Third Edition, Revised (1987:335) is as follows:

personality traits are enduring patterns of perceiving, relating to and thinking about the environment and oneself, and are exhibited in a wide range of important social and personal contexts. It is only when personality traits are inflexible and maladaptive and cause either significant functional impairment or subjective distress that they constitute Personality Disorders.

Such impairment or distress would interfere with the pursuit of education and training, employment, living in a community, including the shelter community, as well as assimilation into the mainstream of society. Knowledge of personality disorders and their meaning was informally tested by Pelzer in December of 1989 during meetings of personnel interested in the plight of the homeless, on eight adults with a background in education or directly involved with the education of the homeless. After giving their interpretation of the different personality disorders, they were shown the DSM-III-R definitions and were rather surprised at their lack of knowledge. Not one individual had given a correct definition.

The literature reviewed alluded to personality disorders. Samuel E. Wallace in Skid Row as a Way of Life (1965) wrote about a pattern of moving around from town to town without specific goals, congregating in specific areas of towns and cities to be with others like themselves, and of long periods of unemployment broken by short terms of casual labor. The employment agencies in the areas where the homeless congregate were described as follows: "They offer a guarantee against responsibility, advancement or success. There is therefore no anxiety for the job" (Wallace, 1965:83). A possible diagnosis for this behavior may be avoidant personality disorder or anti-social personality disorder.

An article in the New York Times (1986) described the life of Viet Nam Veterans living in the Florida woods near Pompano Beach. In addition to alcohol and drug abuse, these homeless men admitted having mental health problems. Five of their group had committed suicide in the previous year, possibly due to manic depressive illness or major depressive illness. Those remaining were speaking of comradery and trust between them, taking casual employment at a nearby labor pool, and refusing assistance from the Veterans Administration and others who offered help. This could be due to self-defeating personality disorder, or anti-social personality disorder, narcissistic personality disorder or borderline personality disorder.

Marjory J. Robertson (1986) conducted a study on barriers to mentally disabled homeless adults in the Los Angeles welfare system. Along with their inability to complete required paperwork, hours of waiting, under-staffed offices and false information, she described how homeless individuals perceived themselves. Younger persons refused to accept that they were mentally disabled. They wanted help in the form of employment. Older persons who had been hospitalized reported a diagnosis. Interviews of homeless persons in Miami conducted in January and February of 1989 by Dade County Public School employees and Volunteers In Service To America revealed this same pattern. People under forty usually refused to share that they had been treated in mental hospitals, psychiatric wards or mental health clinics. Only after further contact with the interviewer would they admit to such treatment and sometimes give a diagnosis. Persons over forty more readily admitted to hospitalization and treatment and often gave a diagnosis.

Marvin W. Kahn (1985) interviewed 107 homeless persons in Los Angeles, randomly selecting them from soup lines. Of these, 25% indicated that they had been in mental hospitals during the past three years. No mention was made of psychiatric wards or mental health clinics. Their reasons for being homeless were: choice, 28.6%; lack of employment, 29%. The 91% who stated that they wanted to leave the streets claimed that jobs and places to live would enable them to resume a normal life. Kahn concurs with Robertson in that the majority of the homeless regard unemployment as the cause of homelessness. They also agree that help from social service agencies is more often rejected than accepted. This may or may not be due to the massive paperwork and long waiting lines described by Robertson. Caution is advised, however, since waiting for a job assignment at labor pools, waiting for soup lines to open and waiting for shelters to open their doors is also connected with many hours of standing in line and taking one's turn. Although finding employment appears to be the homeless population's solution to their problems, interviews with approximately 100 homeless individuals in the Miami area, conducted by Dade County Public School employees and Volunteers In Service To America during January and February of 1989 showed that most have no regular employment history. In their early twenties, they may have been with one employer for up to two years, but questions pertaining to duties and job responsibilities make even such a length of time doubtful. It is in the late teens and early twenties that personality disorders become evident and when the first bouts with manic depressive illness and severe depression start their destructive path. In 1989, Barry University conducted a study of the Miami homeless (Fike, et al, 1989). Homeless families and individuals living on the streets and in

shelters were interviewed. After these interviews, information given to interviewers was shared by the homeless with several of the teachers conducting classes at one shelter. The homeless adults reported purposely giving false information during informal interviews with Dade County Public School personnel immediately following the Barry University interviews in 1989.

The report on incidence of mental illness of The South Florida Homelessness Studies of 1989 (Fike, et al, 1989) cites a higher rate of mental illness among the homeless of South Florida than in other urban areas. Whereas other areas reported that 25% of the homeless population suffered from mental illness, 58% of the South FLorida homeless were assessed mentally ill. The investigators reported, however, that other studies, by virtue of their hypotheses or methodology, seemed to have looked for schizophrenia or bipolar disorders, and did not include severe depression in their count. If the 43% found to experience severe depression were excluded from the South Florida study, or included in the other studies, the rates of mental illness between studies would probably not show such a disparity. Fike, et al, of The South Florida Homelessness Studies of 1989 suggest that:

> programs need to adapt to that new perception of reality, including, for example, introducing systems to help these men and women to use anti-depressant medication, when medically indicated, in their rehabilitation process (Fike and others, 1989:14).

The rehabilitation process may take years, if depression is involved, especially if the individual is also an alcoholic. Anti-depressant medication can be lethal if the person does not abstain from alcohol. Therefore, such medication is not prescribed until the person has been alcohol free for some

time, and Alcoholics Anonymous is not very popular among the homeless population. In the meantime, personality disorders, complicated by depressions and schizophrenia, continue to impair the social, educational and occupational functioning of these individuals.

## PROGRAM DEVELOPMENT

When a shelter is opened or discovered, a team of two educational specialists meet with the director or supervisor of the facility. The goal is to determine the educational needs of the shelter and what can be arranged. The principal of the adult, skill or technical education center in whose jurisdiction the shelter is located is informed and invited to meet with the shelter director. An agreement as to what type of educational program and numbers of instructional hours is reached. The principal and educational specialists search for an appropriate teacher who is then hired and paid by the adult or skill center and assigned to the shelter. An orientation session is provided for the teacher. Materials such as individual education plans and the Test for Adult Basic Education are explained and classroom materials are distributed. The teacher is introduced to the center director, given a tour of the facility and the opportunity to observe a class in session at another shelter. Several weeks later, the principal, the teacher, educational specialists, and the shelter director meet to discuss further educational needs. An effort is made to recruit volunteers from the community to tutor, encourage and speak to the students.

## THE RE-START PROCESS

Throughout the Re-Start process, participants are invited to critique the program (Attachment II). To date, no negative criticism has been received.

1- Re-Start literature is distributed to homeless persons at shelters, on the streets, at agencies that deal with the homeless, churches and hospitals. Additionally, shelters where Dade County Public Schools conduct classes design and distribute flyers in their neighborhoods to encourage street people to participate in literacy, high school preparation, employability and life coping skill classes.

2- Interested individuals call the Re-Start telephone number to obtain further information and/or to set up an appointment for an interview and counseling.

3- During the interview, Re-Start staff or VISTA volunteers advise the homeless person of literacy, academic and vocational programs, shelters and other services, and obtain information on background, employment record, family circumstances and present whereabouts.

4- The homeless person chooses an academic or vocational program. The staff person or volunteer then contacts the counselor at the technical or skill center where the program is taught to initiate registration, financial aid and student employment when available. Depending on the circumstances of the homeless person, staff contacts shelters, emergency housing, food stamp office or mental health facilities to arrange for further assistance.

5- The homeless person meets with the counselor at the center of his choice, registers for the program and, if he or she lives too far from

the center to walk, is given a monthly bus pass by Re-Start staff.

6- The entering student, vocational or academic, is tested via the Test of Adult Basic Education to ascertain the basic skill levels. The student is then placed in appropriate remedial classes until he or she has attained the skills necessary to function in a literate society, can pass the GED test, or is placed in the Systems For Applied Individualized Learning laboratory along with vocational preparatory training.

7- Throughout the training, which may take up to two years, the homeless person maintains contact with the center counselor and Re-Start staff in order to solve problems that may arise and receive additional information on support services and employment.

## SHELTER PROGRAMS

The Miami Skill Center, Lindsey Hopkins Technical Education Center and Miami Senior Adult Education Center conduct classes in Basic Skills, GED and Employability Skills at the following facilities: Christian Community Service Family Shelter, Rescue Missions, New Horizons, Betterway, Miami City Mission, Passageway, Miami Bridge, Beckham Hall, and Miami Job Corps. Miami Job Corps is not a homeless shelter, but it is estimated that approximately ten percent of their residential students are homeless. The Re-Start effort is appreciated by the participating shelters (Attachment IV).

### New Horizons

New Horizons is a mental health facility that also provides comprehensive care to homeless mentally ill and community mentally ill persons. Many of these clients have been referred by physicians or other agencies. The homeless shelter is a 15 bed facility for short term total care. It is the goal

of this facility to stabilize the individual, provide family and personal counseling, medical care, mental health and educational guidance. Dade County Public Schools provides daily on-site instruction in literacy, employability skills and life coping skills. Students are encouraged to further their training at skill and technical education centers.

**Beckham Hall**

This temporary shelter for homeless men was designed to provide comprehensive care. The homeless men receive free room and board, counseling, and assistance to find employment and housing. Serving as an intake center, Beckham Hall employees assist the men in obtaining birth certificates and identification cards. They direct the men to facilities for drug and alcohol rehabilitation and to mental health facilities. Dade County Public Schools implemented literacy, employability skills and life coping skills classes during day and evening hours. Attorneys were encouraged to volunteer time for monthly legal clinics. A recruiter from Miami Dade Community College started to help homeless men to complete paperwork necessary for college admission. Over a dozen professionals from various fields volunteer their time as learner advocates. Additionally, a Veterans Affairs Social Worker joined the efforts. He will provide information on how homeless Veterans can receive benefits and medical care.

**Miami Rescue Mission Men's Shelter**

The Miami Rescue Mission Regeneration Program is designed to assist homeless men with the re-entry process into the mainstream of society. In their six month residential program men receive survival skills training with emphasis on clean living, hard work and bible study. About 30 men can be

accommodated in the program at any time. Dade County Public Schools provides daily on site instruction in Adult Basic Education courses, life coping skills, money management, oral language skills, employability skills, GED preparation, and vocational counseling.

**Miami Rescue Mission Women's Shelter**

This facility houses women and mothers with children. On a periodic basis, groups of women are given tours of skill and technical education centers and are encouraged to enroll in vocational preparatory and academic programs. In-house child care is provided for program participants. On-site instruction by Dade County Public Schools consists of classes in literacy, employability skills, life coping skills and GED Preparation.

**Miami City Mission**

The Miami City Mission is a shelter for homeless men. The shelter provides meals and beds at night. This mission requires that everyone who sleeps there participates in classes in the evening. The mission has set aside ten beds for residents who enroll in full-time academic and vocational programs at skill or technical education centers.

**Miami Bridge**

The Miami Bridge houses approximately 24 youths between the ages of 10 and 17. Twelve beds are set aside for runaways, the other 12 are used for referrals from agencies dealing with abused children or waiting for foster homes. School-aged residents of this facility attend on-site classes conducted by the K-12 program. An exceptional education teacher works with individual students one afternoon per week. Additionally, a Home Economics teacher from Miami Senior Adult Education Center teaches sewing and nutrition.

## Passageways

This residential facility serves the forensic mentally ill homeless. It is a fully supervised program for adults who cannot function in the community at this time and offers limited employment and sheltered workshop activities to the residents. Dade County Public Schools conducts classes in literacy and life coping skills to residents.

## Mother Theresa's

Mother Theresa's is a shelter for women and mothers with children. A religious order, The Sisters Of Charity, maintains this facility. Children are enrolled in public schools and adults are encouraged to enroll in academic and vocational programs.

## Betterway

Betterway is a "three quarter house" based on the principle of Alcoholics Anonymous. It offers a disciplined and restricted approach for persons desiring to rid themselves of drug/alcohol addition. The recovering addict is encouraged to attend on-site classes conducted by Dade County Public Schools while adhering to a strict residential program for up to three months. Upon completion of this program the individual is either assisted with job placement or enters vocational preparatory training.

## Miami Job Corps

The Miami Job Corps, subcontracted to a private non-profit agency by the United States Department of Labor, serves young adults between the ages of 16 and 22. This non-residential as well as residential program provides academic and vocational programs in cooperation with Dade County Public Schools. Approximately 10% of these young people can be classified as homeless.

## COOPERATION WITH OTHER PROGRAMS AND SERVICE PROVIDERS

1- Literature is distributed by VISTA volunteers, the court system, hospitals, mental health facilities, food banks, social services agencies, half-way houses, emergency housing, police departments and churches.

2- Several shelters offer permanent residence to homeless persons who have enrolled in full-time literacy/academic/vocational programs.

3- An emergency food and clothing bank has arranged for a referral system with Project Re-Start to help homeless students until other services can be found.

4- Emergency housing works with Re-Start staff to provide immediate allowances for families who have become full-time students.

5- A shelter that received furniture and appliance donations works with Re-Start to furnish apartments for families that cannot find shelter or who are ready to move from shelter to independent living.

6- Public health care facilities, hospitals and mental health programs have given preference to homeless students.

7- Public utilities have granted waivers and a reduction of deposits to student families moving into apartments.

8- Dade County Mass Transit gives reduced rates for monthly bus passes to full-time homeless students.

9- Publishers donate text books, and department stores have shown an interest in donating uniforms to vocational students.

10- Child custody was returned to a homeless parent because she participated in a full-time program.

11- Dade County residents, via a fund-raising activity, have donated money for the purpose of supplying books, materials, and tuition to students.

12- The Census Bureau has conducted classes at shelters in order to employ the homeless for census work.

13- Unions have accepted Re-Start students into apprenticeship programs.

14- Most shelters now offer literacy, GED preparation, employability and life coping skills classes taught by certified teachers of Dade County Public Schools. Shelters encourage their residents to enroll in full-time programs.

15- Re-Start staff and shelter personnei arrange for field trips for residents to skill and technical education centers to explore opportunities.

16- Community volunteers as well as homeless persons with higher educational levels tutor those who require additional assistance.

17- Employers work with Re-Start staff to make the transition from homelessness to employment as easy as possible.

18- The Ladies Center, Christian Community Service Family Shelter, New Day Outreach, Camillus House, Salvation Army and Mother Theresa's refer their shelter residents to adult, skill and technical education centers.

## TEACHING STRATEGIES

Teachers are becoming extremely sensitive to the needs of the homeless. Students enrolled in full-time programs receive special attention so that success is insured. Teachers at shelters use newspapers to teach reading and place great emphasis on discussion so that personal problems may be set

aside for the duration of the classes. Learning is turned into fun by using games such as Boggle and Scrabble, which also improves literacy skills. Additionally, students are taught interpersonal skills necessary when dealing with employers, landlords and agencies. Great emphasis is placed on the reduction of anger and impatience.

Each student maintains an individual educational plan with the assistance of the teacher. This provides the student with a course of study directed at helping him or her meet goals and objectives, and permits a teacher the opportunity to evaluate the accomplishment of each student (Attachment V).

Instructors placed at shelter address the following issues and concerns: Life Coping Skills, Money Management, Oral Language Skills, Employability Skills, Job Interview Simulations, Current Events, Career Counseling, GED Preparation, Social Skills, and Vocational Counseling (Attachment VI).

## Teacher Training

A weekend seminar was conducted by the Training Center for Adult Literacy Educators of Miami Dade Community College, in cooperation with Dade County Public Schools, in May of 1989, for teachers, counselors and shelter personnel dealing with the homeless (Attachment VII). Psychologists and Psychiatrists served as consultants and workshops trainers. These mental health professionals encouraged the educators to participate in further training to learn to recognize and address the mental health issues of the homeless population.

Teachers deal with education. However, in order to effectively educate and train the homeless population, they need to know what homelessness entails

and what causes the inability to maintain continuous enrollment and the achievement of goals. During the Miami Dade workshop, the mental health professionals of New Horizons Mental Health facility who work with the homeless on a daily basis report the following composition of the homeless population in the Miami area: schizophrenia - 13 to 37%; mood disorders - 10 to 29%; personality disorders - 18%; anxiety disorders - 3% or less. The remaining disabling conditions are due to substance abuse and permanent damage to the neuro system due to drugs and trauma. Additionally, persons suffering form schizophrenia and mood disorders also show personality disorders.

Many of these mental health problems may or may not have been present prior to homelessness. However, street life, the uncertainty of personal existence and wrong dosages of medication may be the cause of the mental health problems during homelessness. These conditions need to be addressed along with education and retraining if this population is to assimilate back into society.

## VISTA Training

Volunteers In Service To America may choose to participate in the teacher training activities. Additionally, they are given periodic informational workshops dealing directly with the homeless (Attachment VIII).

## SUPPORT PROGRAMS/SERVICES

In addition to the cooperative arrangements with other programs and service providers, efforts have been made to enlist the services of support programs on a more permanent basis. Child care needs to be provided continuously; community involvement is necessary to reduce homelessness,

and funds are needed to provide services and materials when traditional funds have been exhausted. Employment is necessary upon completion of training and desired while participating in full-time programs.

## Volunteers In Service To America

Volunteers in Service to America, VISTA, is the domestic "Peace Corps." The project is funded by the federal government and sponsored by Dade County Public Schools. VISTA volunteers work in the community to alleviate poverty through education and support services. They accomplish this by encouraging adults who are illiterate, unemployed or homeless to return to school to upgrade their academic skills and to learn a trade so that they can become wage-earning members of society.

Three VISTAs are presently assigned to work with Dade County's homeless population. They distribute booklets describing Project Re-Start, approach community leaders for their support of homeless education, shelters and support services, raise awareness of the plight of the homeless, and seek contributions from various sources to help homeless individuals achieve educational and vocational goals. The VISTAs who work with the homeless population go into the streets, shelters, under bridges and overpasses, to reach those who are least likely to seek assistance from social services or drug rehabilitation centers.

The VISTAs as a group man the Homeless Hotline, a telephone line paid by Dade County Public Schools. All VISTAs have become experts at interviewing the homeless and referring them to the appropriate adult, skill, and technical education center, as well as to support services (Attachment IX).

## Fundraising

The Ruth Foreman Theatre and Miami Coalition for Care to the Homeless combined efforts for a fundraising event for the homeless by presenting the production of Milk and Honey in March 1990 (Attachment X). The funds raised for project Re-Start were used for books, tuition and bus passes for homeless students when federal and state funds were no longer available. Project Re-Start has attracted a few private donors, and one VISTA has received textbook donations from publishers.

## Child Care

Homeless students with children are assisted with child care. The women are guided to Project Independence, a program for low-income residents that provides child care. Some shelters offer in-house care to student residents. In a few cases the skill centers have made the service available to full-time students who do not qualify for other programs.

## Learner Advocates and Volunteers

The learner advocate project was designed to attract community volunteers into homeless shelters. It attracts people from various professions to speak to groups of homeless adults and provides information on employment, legal issues and available services.

Students from colleges and universities and residents of the community served as volunteer tutors at several shelters. This enables the illiterate and functionally illiterate student to progress at a greater speed.

## Employment

During the 1989-90 school year, 116 homeless adults found part-time and full-time employment. The VISTAs contacted employers, introduced the program and kept track of employers and potential jobs in a job bank. The

educational specialists introduced the homeless adults to the employers and maintained communication in case of concerns and problems. Vocational program completers were assisted with job placement by the skill and technical education centers which they had attended. Many of the homeless, as a result of the employability skills training, encouraged by their successes and supported by their teachers and shelter personnel, found their own jobs.

All businesses contacted by VISTAs and the educational specialists responded favorably to inquiries about employment for the homeless. Due to the interaction between the project staff and the employers, inappropriate work behavior could be eliminated in some cases, and employers showed an interest in hiring additional Re-Start graduates and present students.

## PLANS FOR THE FUTURE

Future plans depend greatly on re-funding of the project. Regardless of funding however, the homeless project of Dade County Public Schools will continue. Since the educational specialists who are assigned to the project survey, contact and implement most of the on-going educational services and serve as technical assistants, a decrease of funding or no funding may impact drastically on the reduction of homelessness. Future plans are as follows:

1. Assign the educational specialists to survey all townships in Dade County to locate new soup kitchens and shelters and to implement educational components where desired.
2. Increase the number of homeless students participating in full-time academic and vocational preparatory programs.

3. Design and conduct a career fair for homeless adults at a shelter or facility to be selected, and involve the business community in this effort with the technical assistance of the educational specialists.
4. Continue to provide technical assistance to shelters, teachers and principals through the educational specialists.
5. Arrange for additional teacher training for teachers, counselors and shelter personnel.
6. Update existing brochures to include shelters and services that have developed during the past year.
7. Advertise in the electronic and print media for additional community volunteers and learner advocates.
8. Work with the Community School Foundation to raise funds for tuition, textbooks and bus passes.
9. Encourage the business community to become involved with shelters and to employ full-time homeless students on a part-time basis.

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ATTACHMENTS



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## ATTACHMENT I

### COMMON EXCUSES FOR...

Not Going to School:

Don't have time;
need to seek work.
No transportation.
Had other things to do...
Teachers didn't teach anything.
School has stupid rules
Don't have money for school
Need daycare.
Have to look for a job
School is boring
No clothes

Not Seeking Employment:

No transportation.
No clothes.
No advertisements.
No telephone.
No decent jobs around.
Can make more money on the streets.
Didn't have time.
Prejudice.
No babysitter.
Didn't feel good.
Had to see Doctor
No I.D. or Social
Security Card

Not Going to Work:

No transportation;
missed the bus.
Did not feel good;
toothache.
Didn't get any sleep.
No clock.
No clean clothes.
Had other business to take
care of.
Kids were sick.
Had a Doctors appointment.

Losing a Job:

No transportation.
Didn't like the job.
Had errands to run.
Picked on by co-workers.
Supervisor didn't like me.
Didn't have I.D. or
documents.
Don't like entry level
positions.
Job is too low (menial).
Their rules were stupid.
Can make more money on
the streets.
Missed the bus.

## ATTACHMENT II

## LETTERS FROM RE-START STUDENTS

PROJECT RE-START

MIAMI CITY MISSION

Project Re-Start has done a great deal for me personally. It has provided me with a place to stay and an educational program that's second to none. I am studying computers, which is the field I love. Computers are one of the major tools in the work force today. We use computers for just about everything.

Without Project Re-Start, I would be roaming the streets of Miami, wondering where my next penny or my next meal would come from. Simple things like taking a bath or brushing your teeth would be a difficult thing to do. Finding a bathroom at 2 A.M. would be a task.

Project Re-Start provides a way for the homeless person to make a fresh start into the work force there by living a more productive life. I applaud the program, keep up the good work.

MR. ELVIS J. SIMON

Elvis J. Simon

Sabrina Hepburn
7/18/90
Miami Women + Children Shelter

What has the GED Program Done for Me? How has it helped me?

The restart Program has helped me a lot. It has brought back all the skills that I had forgotten since I'd finished high school. It has helped me to go on to learn more than I had learned in high school. The restart program also prepares you for any skill or trade that will help you in the future.

A good thing about the restart program is that, if you didn't get your high school diploma, you can go back to school and get a GED certificate. You can further your trade or go on and get a job with this certificate

The restart program has really taught me many interesting things.

DEAR Sir

I'm a student at Beckman Hall, And for me Project Restart gave me direction for my life. It helped me to identify academic goals, personal one's, and what I want to do professionally. I am enrolling in a C.E.D program at Lindsey Hopkins with every intention of not stopping until I complet my education the teacher has been extremely helpful in helping me identify a career. I want a career in bus driving. Through Project Restart, I learned that I can do it. I hope to be the example for my daughter. When she becomes a teenager, and thinks that life is impossible, I can tell her about my Project Restart experience, and tell her what I was told: That you can do it.... because I did.

Sincerely,

## ATTACHMENT III

## CLIPPED TO COVER

(pages 57 to end)

## ATTACHMENT IV

## LETTERS FROM SHELTERS

PASSAGEWAY

2200 N W 7th AVENUE
MIAMI, FLORIDA 33127
TELEPHONE 326-0040

THOMAS P MULLEN, M.S.W.
EXECUTIVE DIRECTOR

BOARD OFFICERS
ROGER FRITZE
PRESIDENT
SHARON LEONE
VICE PRESIDENT
BARRY MORRIS
SECRETARY TREASURER

July 9, 1990

Mr. Steve Applebaum
1450 N.E. 2nd Ave.
Miami, FL 33132

Dear Mr. Applebaum,

We are more than willing, and without hesitation, acknowledging your request for a letter of support. The purpose of our program is to aid in the continuity of care of the forensic psychiatric client as they proceed from the institutions to a less restrictive environment in the community. We feel that it is a rare opportunity to act as a liaison in receiving services for our clients from Project Restart.

We began receiving services for our clients in 1988. The visiting instructor is Dr. Orlando Perdomo.. We would like you to know that our clients look forward to Dr. Perdomo's visits two times per week.

We hope to continue working with Project Restart in the future. If we can be of further assistance, please feel free to contact me at 326-0040.

Sincerely,

Sadie Sands
Program Director



***END***

**MIAMI WOMEN AND CHILDREN'S SHELTER**
**Miami Mission Association, Inc.**

2250 N.W. First Avenue, Miami, Florida 33127 (305) 573-0999

May 8, 1990

Ms. Dagmar Pelzer, Education Specialist
Restart Project
Dade County Public Schools
1450 N.E. 2nd Avenue
Miami, Florida 33132

Dear Ms. Pelzer:

The Adult Basic Education Program that is offered to the homeless women of Miami Women and Children's Shelter has significantly enriched our Shelter's Comprehensive Assistance Program by bringing a much needed service. The women who participate in the twice weekly classes are getting a second chance at preparing for a better life for themselves and their children.

We appreciate this program and look forward to its continuance.

Yours truly,

T. Dolores Dunn
Director

TDD/blc

**Camillus Health Concern**
Health Care for the Homeless

Marland Bluhm
Executive Director

708 N.E. 1st Avenue
Miami, FL 33132
(305) 577-4840

Pedro J. Greer, Jr., M.D.
Medical Director

July 6, 1990

Project Restart
Dade County School Board
1450 NE 2nd Ave., #844
Miami, FL 33132
ATTN: Mr. Steve Applebaum

RE: Project Restart

Dear Mr. Applebaum:

We just wanted to let you know how much we appreciate the help you've given our homeless clients through Project Restart.

So many of our clients lack education and skills training. With the training and encouragement offered by Project Restart, they stand a chance in the job market.

Also, for the times you've come to the clinic to meet with our clients, we are grateful. You have gone above and beyond the call of duty as far as we are concerned.

Again, thank you for the help you provide our clients. Keep up the good work!

Very truly yours,

Jennifer L. Foster
Social Worker

JLF/tv

BECKHAM HALL HOMELESS PROGRAM
2735 N. W. 10th Avenue
Miami, Florida 33127

June 29, 1990

Mr. Louis Martinez, Supervisor
Adult and Community Education
Dade County Public Schools
1450 N. E. 2nd Avenue, Suite 812
Miami, Florida 33132

Dear Mr. Martinez:

It is indeed a pleasure to write an evaluation of Wanda S. Blake's performance at Beckham Hall. Mrs. Blake has had a positive impact on my staff and clientele. With my staff, she has participated in providing and educational/classroom pespective to the counseling process of each client. Regarding, the clients, a weekly group session was suggested by Mrs. Blake, between myself and the clients, which gives me the opportunity to do some much needed problem-solving with them. Also, I have seen numerous community people coming to participate in her classes.

Most importantly, I'm seeing students motivated and making career decisions. This is something that needed more emphasis in the educational component. Through Mrs. Blake, Miami Dade has added Beckham Hall to the recruitment list. Several students have expressed an interest in going on to higher education. Students are enrolling in programs offered through Dade County Public Schools, Office of Vocational, Adult, Career, and Community Education.

We hope that you will continue to allow Mrs. Blake to be part of this program. She has been a tremendous asset. Her enthusiasm and energy and her compassion for helping students to achieve is consistent with existing Beckham Hall goals and objectives.

Respectfully,

Alvin D. Moore, Jr.
Director

ADMJ/wa

cc: Mr. Roger C. Cuevas
Mr. Joseph H. Mathos
Mrs. Mairan M. Dean
Mrs. Dagmar Pelzer

## ATTACHMENT V

## INDIVIDUALIZED EDUCATION PLAN

DADE COUNTY PUBLIC SCHOOLS

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

NAME _____ D.O.B. _____ I.D. NO. _____ ADDRESS _____

HOME SCHOOL _____ ASSIGNED SCHOOL _____ GRADE _____ TELEPHONE _____

PARENT NOTIFICATION: (Dates and Methods) 1) _____ 2) _____ 3) _____

COMMUNICATION IN BASIC LANGUAGE OF PARENT: _____

## PRESENT PERFORMANCE LEVELS

| INSTRUMENT | DATE | LEVELS | INSTRUMENT | DATE | LEVELS |
|---|---|---|---|---|---|
| | | | | | |

BEHAVIORAL OBSERVATIONS _____

☐ INITIAL
☐ REEVALUATION
☐ ANNUAL REVIEW
☐ OTHER _____

STUDENT WILL PARTICIPATE IN THE STANFORD ACHIEVEMENT TEST.
NO ☐ YES ☐

RECOMMENDATION:
☐ STANDARD HIGH SCHOOL DIPLOMA
☐ SPECIAL HIGH SCHOOL DIPLOMA
☐ CERTIFICATE OF COMPLETION
☐ SPECIAL CERTIFICATE OF COMPLETION

STUDENT WILL PARTICIPATE IN SSAT:
_____ 3rd _____ 5th _____ 8th _____ 11th

MODIFICATIONS:
☐ FLEXIBLE SCHEDULING ☐ REVISED FORMAT
☐ FLEXIBLE SETTING ☐ AUDITORY AIDS
☐ RECORDING OF ANSWERS

BILINGUAL EDUCATION:*
☐ ESOL ☐ BCC ☐ HOME LANGUAGE ARTS

*GOALS AND OBJECTIVES ARE REQUIRED FOR FULL-TIME EXCEPTIONAL STUDENTS QUALIFYING FOR BILINGUAL EDUCATION PROGRAMS.

DOUBLE BASIC SPECIAL SERVICES, AIDS, EQUIPMENT: _____

35

## SPECIAL EDUCATION PLACEMENT AND RELATED SERVICES

REGULAR/VOCATIONAL EDUCATION PROGRAMS _____

41

40

E.S.E. PROGRAM(S) _____ ☐ PT ☐ FT

_____ ☐ PT ☐ FT

INITIATION DATE: _____ ANTICIPATED DURATION: _____

PERSONS RESPONSIBLE _____

RELATED SERVICES _____ INITIATION DATE _____ ANTICIPATED DURATION _____

PERSONS RESPONSIBLE _____

OTHER PERTINENT DATA (Medication, etc.) _____

Include academic, behavioral, emotional, social, vocational, speech, physical/occupational therapy, adaptive p. e., as needed.

| ANNUAL GOALS | SHORT TERM INSTRUCTIONAL OBJECTIVES | EVALUATIVE CRITERIA AND TIMELINES | Objective Met | DATE |
|---|---|---|---|---|
| | | | | |



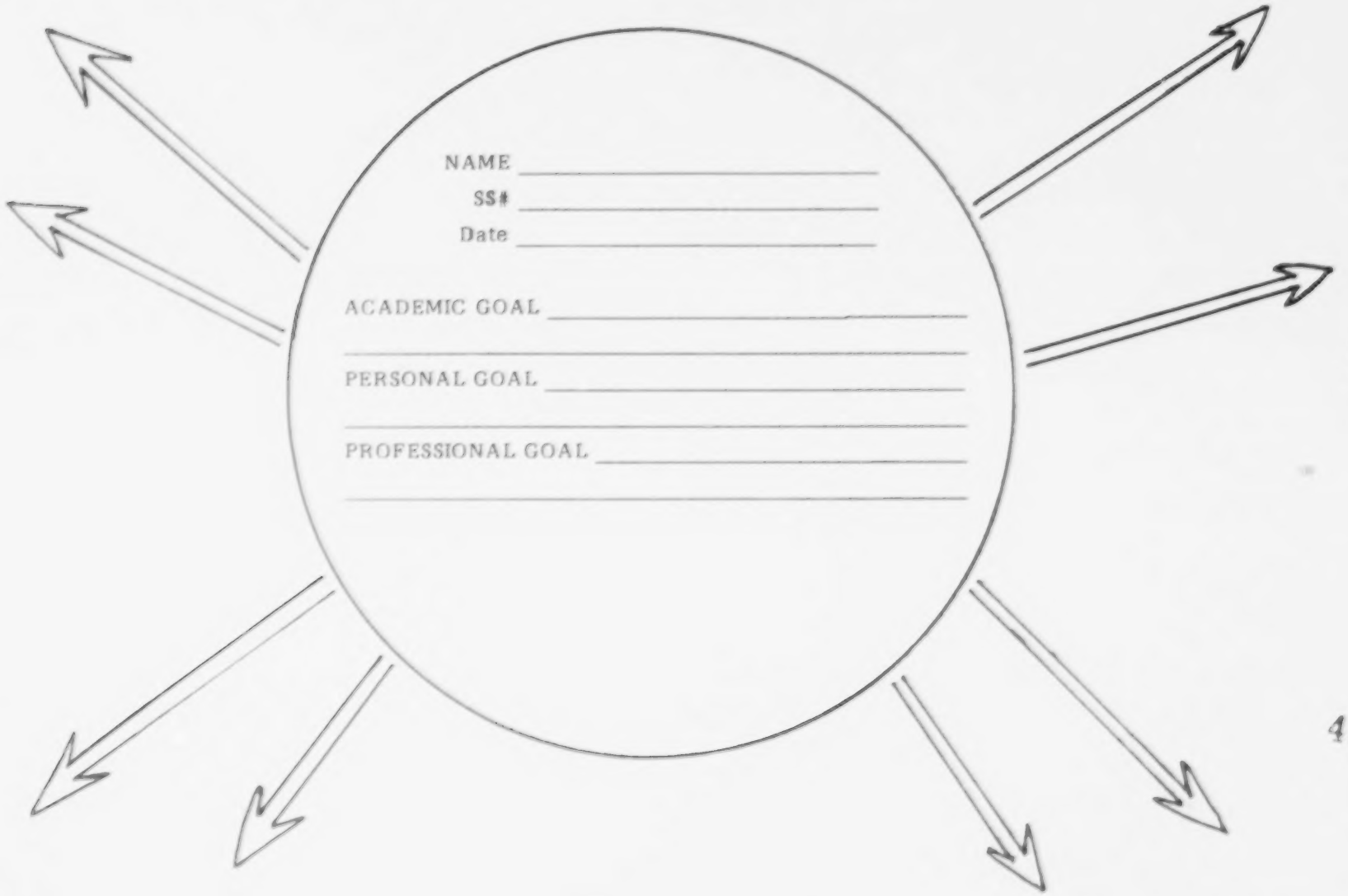




*A GOAL AND CORRESPONDING OBJECTIVES ARE REQUIRED FOR ALL EXCEPTIONAL STUDENTS GRADES 9 - 12

PROJECT RESTART
CAREER WHEEL

DIRECTIONS: Teachers will have students complete information inside the wheel. Afterwards, teachers will discuss individual student goals and write the means to attaining those goals on individual arrows.



**PROJECT RESTART**
**STUDENT EVALUATION**
**CHECKLIST**

Student _____

SS# _____

Site _____

DIRECTIONS: Teachers will assign a check mark (/) in the appropriate box next to the skill that has been mastered. Students and teacher will date and initial as each competency has been achieved. Once a month copies of students work will be inserted in each folder. Folders will be reviewed by Project Manager to insure that student is evaluated on an on-going basis.

| | READING VOCABULARY / READING COMPREHENSION | | | |
|---|---|---|---|---|
| **Competency** | **Teacher's Initials** | **Student's Initials** | **Date** | **Check Mark (/)** |
| Knowing Math Words | | | | |
| Knowing Science Words | | | | |
| Knowing Social Science Words | | | | |
| Knowing other Basic Words | | | | |
| Following Written Directions | | | | |
| Finding Information | | | | |
| Knowing Parts of a Book | | | | |
| Reading Graphs | | | | |
| Alphabetizing and Using an Index | | | | |
| Reading Maps | | | | |
| Understanding Main Ideas | | | | |
| Organizing Ideas | | | | |
| Making Right Conclusions | | | | |
| Finding Facts | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**PROJECT RESTART**
**STUDENT EVALUATION**
**CHECKLIST**

Student _____

SS# _____

Site _____

| | ARITHMETIC REASONING / ARITHMETIC FUNDAMENTALS | | | |
|---|---|---|---|---|
| **Competency** | **Teacher's Initials** | **Student's Initials** | **Date** | **Check Mark (✓)** |
| Knowing the meaning of Numbers | | | | |
| Changing Words and Roman Numerals to Numbers | | | | |
| Recognizing Number Values | | | | |
| Knowing Signs and Symbols | | | | |
| Working Word Problems | | | | |
| Adding Whole Numbers | | | | |
| Adding Decimals (measurement) | | | | |
| Adding Fractions | | | | |
| Subtracting Whole Numbers | | | | |
| Subtracting Decimals (measurement) | | | | |
| Subtracting Fractions | | | | |
| Multiplying Whole Numbers | | | | |
| Multiplying Fractions | | | | |
| Multiplying Decimals (measurement) | | | | |
| Dividing Whole Numbers | | | | |
| Dividing Fractions | | | | |
| Dividing Decimals | | | | |
| | | | | |
| | | | | |

**PROJECT RESTART**
**STUDENT EVALUATION**
**CHECKLIST**

Student _____

SS# _____

Site _____

| | MECHANICS OF ENGLISH / SPELLING | | | |
|---|---|---|---|---|
| **Competency** | **Teacher's Initials** | **Student's Initials** | **Date** | **Check Mark (✓)** |
| Capitalizing First Words Sentences, Quotations | | | | |
| Capitalizing Names of Places | | | | |
| Capitalizing Names of Months and Days | | | | |
| Capitalizing Proper Names and Titles, Pronoun I | | | | |
| Unnecessary Capitalizing | | | | |
| Punctuating Commas | | | | |
| Punctuating Periods | | | | |
| Punctuating Question Marks | | | | |
| Punctuating Quotation | | | | |
| Unnecessary Punctuating | | | | |
| Using Words Correctly | | | | |
| Using Words in Proper Form | | | | |
| Proper Use of Verbs | | | | |
| Proper Use of Pronouns | | | | |
| Recognizing Complete Sentences | | | | |
| Spelling Words Correctly | | | | |
| | | | | |
| | | | | |
| | | | | |

# ATTACHMENT VI

## INSTRUCTIONAL GOALS AND OBJECTIVES

A. Assessment of Personal Oral Language Skills, Non-Verbal Communication, Oral Language Improvement to Enhance Employability

1. Assessment and Evaluation Pretest

Concept/Objectives:

1. To identify oral language characteristics which interfere with communication in vocational and daily living situations.

2. To provide screening of speech and language proficiency for each participant.

3. To demonstrate appropriate pronunciation of words.

4. To provide knowledge and improvement of unacceptable vocal qualities.

5. Introduce concept of non-verbal communication.

6. Understand how non-verbal factors affect communication.

7. Understand how appearance can affect communication.

Activities:

1. Have participants listen to other participants' own informal speech and note errors which do not meet standard English requirements.

2. Develop a list of personal speech and language patterns which participant and instructor feel require change/modification/improvement.

3. Have students listen to and select correct forms from incorrect.

4. Demonstrate appropriate voice qualities and use through role playing concentrating on the following:

   A. Loudness factors
   B Pitch of the voice
   C. Quality of the voice
   D. Rate of Speaking

5. Provide materials and activities for improvement of oral vocabularies and word usage of general and job oriented nature.

6. Provide role playing examples of non-verbal behaviors.

7. Evaluate types of non-verbal behavior used by group.

8. Discuss various rules for non-verbal actions used in our society (e.g. eye contact, space, distances, touching).

9. Examine various types of movements and facial behaviors and their possible meanings.

10. Guest speaker from Job Service organization.

Evaluation:

1. Students will be aware of their personal communication problems.

2. Students will be able to use and interpret non-verbal techniques more appropriately.

A. COMPLETING JOB APPLICATIONS

Concept/Objective:

1. To increase one's skills in successfully completing job applications.

Activities:

1. Develop an employment-education history sheet as a working tool. Include employers, school, skills, and beginning and ending dates for each.

2. Learn how to secure references, and who makes good references.

3. Have all necessary documents: work permits, social security cards, etc.

4. Practice completing various job applications, using the employment/education history sheet to facilitate this process.

Evaluation:

1. Increased understanding of, and ability to effectively complete job applications.

A. ORAL COMMUNICATION SKILLS TO ENHANCE EMPLOYABILITY

Concept/Objectives:

1. To become proficient in using appropriate oral communication for job interviews.

2. To increase ability to use the telephone effectively for giving and receiving information.

3. To improve conversational abilities in small and large groups.

4. To demonstrate proficiency in using oral language to present information to others.

5. To develop adequate attention and critical listening skills.

Activities:

1. Provide instruction through filmstrips, tape recordings, role playing, etc., covering the following:

   A. Setting up a job interview.
   B. Collecting information needed for the interview.
   C. How to dress to get a job.
   D. Behavior expected at the interview.
   E. Questions you may be asked.
   F. Answering questions appropriately.
   G. Questions you may not have to answer.
   H. Questions you want answered by employer during interview.

2. Involve student in role playing for each of these interview skill areas.

3. Provide feedback and suggestions for modification/improvements.

4. Provide formal instruction in telephone use covering using the telephone book.

Evaluation:

1. Participants will demonstrate improvement in dealing with daily communication demands.

A. EMPLOYABILITY SKILLS, JOB APPLICATIONS

Concept/Objectives

1. To develop skills in identifying job opportunities and following up on job leads.

Activities:

1. Bring in copies of the classified advertising section of a newspaper and analyze the classified ads to learn how ads are categorized, what key abbreviations mean, and how to interpret key phrases and messages in the layout and content of ads.

2. Have participants select 3-4 ads and outline the steps to use in following up on these leads.

3. Have participants identify other job leads and outline the steps to use in following up on these leads

4. Speaker from the Miami Herald - usage of classified section.

5. Have students learn how to follow up on job leads by telephone. Have students role play presenting themselves well on the telephone and setting up job interviews.

6. Role play what happens when students present themselves at personnel offices where "apply in person" is specified instead of telephone contacts.

Evaluation:

1. Increased skill in using want ads and other sources to identify job openings for which a participant might wish to apply.

2. Increased understanding of the hiring process and increase skill in following up on job leads.

Job Interviews

1. Assessment and Evaluation Post-Test

Concept/Objective:

1. To develop the competencies needed for success in job interviews.

2. To identify specific on-the-job problems that could arise.

3. To apply a problem-solving approach to effectively deal with these problems.

4. To identify appreciated work habits.

5. Review expectations of work site training - rules and regulations.

Activities:

1. Review general interviewing skills and focus specifically on job interviewing.

2. Have participants role play the parts of both employer and applicant. Have participants' critique each other on appearance, behavior, style, content, etc.

3. Have employment interviews from industry conduct mock interviews and critique applicants.

4. Design and develop various case studies or role play exercises to enable participants to develop, apply and critique a variety of solutions for each of various types of problems.

   a. Dealing with supervisors
   b. Dealing with co-workers
   c. Handling criticism
   d. Following rules
   e. Dealing with irresponsible behavior
   f. Dealing with inappropriate dress or personal habits

5. Pat Andrews - ADD-A-GIRL, speak on interviewing.

Evaluation:

1. Increase competencies needed for successful job interviewing.

2. Increased problem-solving skills and greater awareness of job keeping skills.

ATTACHMENT VII

SOUTHEAST FLORIDA TRAINING CENTER
FOR ADULT LITERACY EDUCATORS

MIAMI DADE COMMUNITY COLLEGE WORKSHOP

**SOUTHEAST FLORIDA TRAINING CENTER**
FOR ADULT LITERACY EDUCATORS

May 15, 1990

Mr. Steve Appelbaum
Dade County Public Schools
1450 N.E. 2nd Avenue
Miami, FL 33132

Dear Mr. Appelbaum:

We want to let you know that our first training workshop for the year, "New Frontiers in Literacy: Mental Health and Education of the Homeless" was a success.

You formed part of the team who helped us make this activity possible and we would like to express our gratitude for your outstanding service.

Sincerely,

Blanca R. Polo
Director

BP/ldlp

IMPORTANT ANNOUNCEMENT

TO: All Adult Educators and Persons who Work with the Homeless

FROM: Southeast Florida Training Center for Adult Literacy Educators

DATE: April 11, 1990

SUBJECT: Workshop - "NEW FRONTIERS IN LITERACY: EDUCATION AND MENTAL HEALTH OF THE HOMELESS"

Mark your calendar to join us on May 5 - 6, 1990 at the Radisson Mart Plaza Hotel, 711 N.W. 72 Avenue, Miami. A two-day workshop on topics related to the homeless will be provided by experts in the field. The workshop is intended to help present and future educators and persons who work with this population to better understand their psychological needs as they relate to education.

Workshop participants will stay at the hotel on the night of May 5th. hotel accommodations and meals for the two days are complimentary to attendees. Travel expenses and other costs are the participants' responsibility.

Registration space is limited, so we urge you to register in advance within the specified deadline. A registration form is attached. If you are planning to attend, please fill out the registration form and mail it back to us as soon as possible.

We look forward to seeing you at this important event and will do our best to make this an useful and pleasant experience.

A workshop agenda and hotel information will be sent to you once we receive your reply.

## WORKSHOP SCHEDULE

SATURDAY, MAY 5, 1990

| TIME | ACTIVITY | LOCATION |
|---|---|---|
| 9:00 a.m. - 9:30 a.m. | Registration | Palm Room I |
| 9:30 a.m. - 9:45 a.m | Opening Remarks | Palm Room I |
| 9:45 a.m. - 11:30 a.m. | "Lessons from the Homelessness Studies About Literacy Education." Dr. David F. Fike Professor Barry University | Palm Room I |
| 11:30 a.m - 12:00 noon | Break | |
| 12:00 noon - 1:30 p.m. | Lunch "Services to the Homeless Mentally Ill: The Miami Model." Dr. Evelina Bestman Executive Director New Horizon Comm. Mental Health Center | Palm Room II |
| 1:30 p.m. - 2:30 p.m. | "Personality Disorders Associated with the Homeless Person." Dr. Larry D. Capp Psychologist V.A.C. | Palm Room I |
| 2:30 p.m. - 3:00 p.m. | Break | |
| 3:00 p.m. - 4:00 p.m. | Small-Group Discussions<br>Dr. Sylvia Coats<br>Dr. Larry Capp | <br>Palm Room I<br>Palm Room II |
| 4:00 p.m. - 7:00 p.m. | Time at Leisure | |
| 7:00 p.m. - 8:30 p.m. | Dinner/Guest Speaker "The State of Florida Plans to aid the Homeless." Ms. Janet Humphreys Program Specialist Adult Homeless Literacy Program Florida State Department of Education. | Palm Room II |

WORKSHOP SCHEDULE

SUNDAY, MAY 6, 1990

| TIME | ACTIVITY | LOCATION |
|---|---|---|
| 9:00 a.m. - 10:00 a.m. | Breakfast | Palm Room I |
| 10:00 a.m. - 11:00 a.m. | "Families They Left Behind."<br>Ms. Dagmar Pelzer<br>Educational Specialist<br>DCPS / Homeless and Volunteer Services | Ballroom Salon A&B |
| 11:00 a.m. - 12:30 p.m. | Small-Group Discussions<br>Dr. Rafael Gonzalez<br>Dr. Pedro Melchor<br>New Horizons | <br>Ballroom Salon A<br>Ballroom Salon B |
| 12:30 a.m. - 2:00 p.m. | Lunch/Closing Remarks | Palm Room I |

ATTACHMENT VIII

VISTA WORKSHOPS

ATTACHMENT IX

# H O M E L E S S  P R O J E C T

TELEPHONE CALLS AND REFERRAL LOG

Date: _____ Time: _____

Name: _____ Age:(optional) _____

Services Requested: _____

Center/Snelter Referred Caller: _____

Location/Address: _____ Telepnone: _____

Contact Person: _____

Comments/Follow-up

_____

_____

_____

_____

_____

Information Recorded By: _____

# AIDS

## What you don't know can hurt you.

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF VOCATIONAL, ADULT, CAREER, AND COMMUNITY EDUCATION

Invites You To Participate In An Extremely Worthwhile Workshop

**AIDS INFORMATION AND EDUCATION!**

**Tuesday, April 10, 1990**
**From 9:00 A.M. - 12:00 Noon**

**D. A. Dorsey Educational Center**
**7100 N.W. 17 Avenue - Room G-17**

The workshop will focus on facts about AIDS and psychological and social issues. Our presenters are dynamic, innovative and informative and will enlighten you with important information on prevention, research, and safety techniques for individuals and families. We urge you to join us in receiving current information, and addressing emotional needs of the clients you work with.

Don't miss this important event! To register, contact Steve Appelbaum, Educational Specialist at 995-1839.

****SEE ATTACHED SHEET FOR DIRECTIONS TO D. A. DORSEY EDUCATIONAL CENTER****

# SSI FOR THE HOMELESS

## "Homeless May Qualify for SSI Payments"

Because supplemental security income (SSI) payments are made to people with little income and few resources who are age 65 and over or blind or disabled, a homeless person may have a good chance of qualifying.

More than half of the people who receive SSI payments are disabled. Payments are made to people who suffer a physical or mental condition that prevents them from working for a year or more, or is likely to result in death. Likewise, many of the homeless suffer some form of mental or physical disability that interferes with their ability to function and work regularly.

Drug addicts and alcoholics may qualify for SSI payments if it is found that their addiction is severe enough to prevent them from working. However, they must agree to participate in a treatment program in order to receive benefits. In addition, the law requires that another person-- "a representative payee"-- be selected to receive the payments on their behalf and see that the funds are spent to meet their basic needs.

People should not try to determine for themselves if a person can qualify for SSI since the decision rests on careful evaluation of a number of factors. The person should be directed to the nearest Social Security office where a trained representative can assist in processing a claim.

### Organizations May Help Homeless get SSI

Because of the difficulty of reaching people who do not have a permanent residence, Social Security relies on organizations that serve the homeless to refer then for SSI payments. Such assistance may include directing them to the nearest Social Security office or inviting a Social Security representative to the facility.

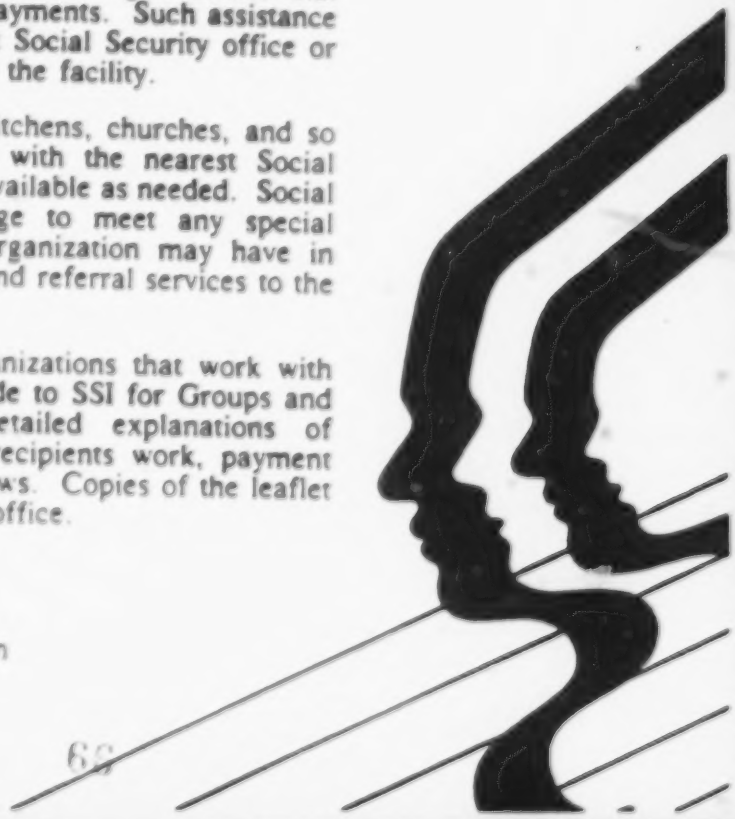
Interested organizations--shelters, soup kitchens, churches, and so forth-- may establish a regular liaison with the nearest Social Security office to assure that services are available as needed. Social Security representatives may also arrange to meet any special informational or educational needs an organization may have in order to provide appropriate information and referral services to the homeless.

A special publication is available to organizations that work with potential SSI recipients. Entitled, "A Guide to SSI for Groups and Organizations," the leaflet includes detailed explanations of eligibility conditions, provisions to help recipients work, payment amounts, State services, and periodic reviews. Copies of the leaflet may be ordered from any Social Security office.

Produced by: Public Affairs Office
Social Security Administration
Atlanta, Georgia

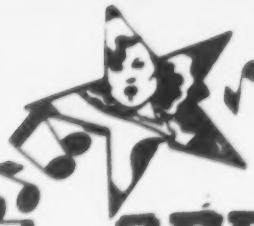






ATTACHMENT X

FUNDRAISER



# OPENING NIGHT GALA

of

# MILK AND HONEY

A musical comedy by Jerry Herman

for the benefit of

## Adult Education

## SCHOLARSHIPS FOR THE HOMELESS

March 8, 1990
The Ruth Foreman Theatre
at Barry University
8:00 p.m.

Reception hosted by Southern Bell

Please send,_____tickets to:_____

_____

Enclosed is my check for $_____ payable to the Miami Springs Adult Center Literacy Fund. MAIL CHECKS TO: Steve Appelbaum
1450 N. E. 2nd Avenue, Suite 844
Miami, Fl. 33132

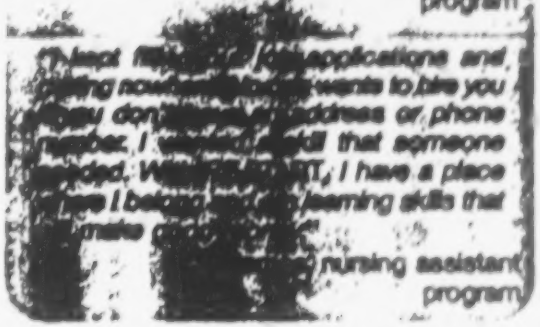
FOR INFORMATION: 995-1839

**$ 25.00 per ticket**

This is what *RE*-START students are saying about the program:

*"I was tired of living mad — and hungry — and filthy. I accepted my old life back, the good parts, sleep and off the street, with some self-respect. I live at the shelter, go to school and study, get a shower every day and eat regular meals. RE-START is the start of my future."*

Clyde, building maintenance program



*"The last [illegible] applications and [illegible] wants to hire you [illegible] don't [illegible] address or phone number. I [illegible] tell that someone [illegible] did. W[illegible]RT, I have a place [illegible] learning skills that [illegible]"*

nursing assistant program

When you've had enough of the street life, when you decide it's time to start working for a place of your own, with regular meals, clean clothes and some safety and respect, call us at *RE*-START.

Shelter, meals, clothing, transportation, child care, even a part-time job can be arranged for you while you study.

CALL US WHEN YOU'RE READY TO

## *RE*-START
## 373-7587

There are hundreds of reasons why good people wind up on the streets.

There are at least 113 ways to get off the streets and get on with your life.

That's how many different classes *RE*-START offers, from "how to read" to "how to operate a computer."

Dade County Public Schools
Office of Vocational Adult Career and Community Education

## RE-START
SKILLS & JOB TRAINING
## 373-7587

*For help with your future, call*

FOR HELP NOW, CALL "HOME"

## 379-HOME
HOMELESS HOTLINE
379-4663

## HERE'S HOW TO *RE-START*

Homeless adults interested in *RE*-START job training or basic skills classes should call 373-7587. All program choices will be explained to them and they will be given the location of the center nearest to their temporary housing/shelter.

ANY Dade County resident over 16 is welcome to join these programs to improve their reading and writing skills for their present job or study for a completely new career. Call 376-1813 for more information.

Parents with no permanent residence who need to enroll their children in school should call 883-5651 for information about the school nearest to their temporary housing/shelter.



**RE-START**

Basic Skills & Job Training

**373-7587**

## [illegible] what *RE*-START students [illegible] about our program

*"I was tired of being tired — and hungry — and filthy. I wanted my old life back, the good parts, clean and off the street, with some self-respect. I live at the shelter, go to school and study, get a shower every day and eat regular meals. RE-START is the start of my future."*

Clyde, building maintenance program

*"I kept filling out job applications and getting nowhere. No one wants to hire you if you don't have an address or phone number. They think you're unreliable, on drugs or booze. I wanted a skill that someone needed. With RE-START, I have a place where I belong and am learning skills that will make good money."*

James, nursing assistant program

*"Looks can be deceiving. I've earned many hours toward my college degree, but I couldn't find a job. Many of the labor pools exploit the homeless, and you can't make enough to get off the streets. I didn't think I needed more education, but I was tired of not doing anything with my life. RE-START is definitely the way."*

Frank, welding program

**RE-START**

Basic Skills & Job Training

# "The only way to get ahead in the game is to be in the game..."



*When you're on the streets, that's tough. But if you're a student and complete a RE-START class, that shows you're serious, and can finish what you start. RE-START is my way back in."*

Victor, welding program



**RE-START**

Re-education for Dade's Homeless

**Dade County Public Schools**
Office of Vocational, Adult, Career and Community Education

- Of Dade County's homeless, only 1 in 5 works even part time.
- More than two thirds have **no** job skills.
- Only 35% graduated from high school.
- Over 65% of street people say they are homeless because they lost their jobs and couldn't find a new job fast enough to keep their homes.

People who desperately need jobs can't find them, or wind up with part-time or minimum wage jobs.

***BUT FLORIDA BUSINESSES COMPLAIN THAT THEY CAN'T FIND ENOUGH SKILLED WORKERS.***

## WHAT'S THE PROBLEM?

***Reading and Writing...***
***Too many people can't.***

- More than 1 out of 10 in the work force can barely read and write or can't do either at all.
- 30% of unskilled and lower skilled workers cannot follow the simplest written instructions.
- 67% of the unemployed cannot complete applications or give written information.



## WHAT'S THE SOLUTION?

Education. Really *RE*-EDUCATION, by teaching basic skills — reading and writing and arithmetic — to anyone who just didn't get them in grade school and high school.

Dade County Public Schools offer 113 courses at 27 locations throughout the County to help people *RE*-START their lives.

We help people...

- **read and write.**
- **get a high school equivalency diploma** (almost always required to get a good job).
- **learn skills required for a much better job,** such as nursing or dental assistant, computer operator, welder, aircraft or auto mechanic, truck driver, air conditioning mechanic, hotel and restaurant specialties, and many, many more.
- **learn or improve the ability to speak English.**

***JOB PLACEMENT IS AVAILABLE FOR EVERY PERSON WHO FINISHES A COURSE OF TRAINING.***

## WHO CAN BE A PART OF RE-START?

*RE*-START is for the homeless, those people who don't have a permanent residence. They live on the streets, in shelters, hotels, "single-room-occupancy" facilities, or with relatives or friends on a temporary, short-term basis.

## DCPS CLASSES ARE FOR ALL RESIDENTS OF DADE COUNTY, AREN'T THEY?

Yes. If YOU want to learn to read better or study for a better job, you can attend these classes. But for our homeless students, *RE*-START helps them find shelter with meals, transportation to class, child care, tuition, and answers to other basic problems.

## HOW CAN YOU HELP?

As an employee of Dade County Schools, you may be the first contact a homeless person has with our schools — a mother asking how she can get her child into school, a young person hanging around outside a school, or adults asking for information at the Skills Centers.

You may know or hear of a family who has lost their home. Or have a relative with job trouble. Or find someone at your church or temple who can't read and write, and can't get a good job because of it.

While *RE*-START's special services are for the homeless, our adult education classes are open to every resident of Dade County. Tuition is very inexpensive and financial aid is available to those who qualify.

*For help with your future, call*

**RE-START**

SKILLS & JOB TRAINING

**373-7587**

♦ ♦ ♦ ♦ ♦

FOR HELP NOW, CALL "HOME"

**379-HOME**

HOMELESS HOTLINE

379-4663

Dade County Public Schools
Office of Vocational, Adult, Career and Community Education

PROJECT

# RE-START

# STREET SURVIVAL GUIDE

for Miami's Homeless

*Number before each entry is location on map appearing inside Guide's cover.*

SHOWERS:

① Camillus House (M) M,W,F
726 N.E. 1st Avenue
10:00 a.m. - Noon

② Central Baptist Church Mission (All)
545 North Miami Avenue
Sunday, 8 a.m. - 9 a.m.

MEALS:

① Camillus House: Mon to Fri, 2:30 - 5 p.m.
Saturday, 11:30 a.m. - 2 p.m.

③ Temple Israel/Beth Am: Sunday, 6 a.m.
137 N.E. 19th Street

④ Trinity Cathedral: M,W,F, 6 a.m. sharp
464 N.E. 16th Street

SHELTER:

⑤ Beckham Hall (M) 634-1797
2735 N.W. 10th Avenue

⑥ CCSA (Families)
3620 N.W. 1st Avenue

① Camillus House (M) 374-1065
726 N.E. 1st Avenue

⑦ Miami City Mission (M) 371-3124
1112 North Miami Avenue

Rescue Mission (All) 573-4390
⑨ 2250 N.W. 1st Avenue (W,C)
⑨ 2020 N.W. 1st Avenue (M)

Salvation Army (All) 643-4900
⑩ 1398 S.W. 1st Street
⑪ 250 N.W. South River Drive (M)

CLOTHING:

① Camillus House (M) M,W,F 374-1065
10 a.m. - Noon

⑫ A Woman's Place (W,C) 358-2063
600 Brickell Place

**HEALTH CLINIC:**

⑱ Camillus Health Concern 577-4840
M-F: 9 a.m. - 5 p.m., Tu, Th: 7 - 9 p.m.
708 N.E. 1st Avenue

⑧ Jackson Memorial Emergency 549-6901
1611 N.W. 12th Avenue

㉘ Veterans Admin. Emergency 324-3437
1201 N.W. 16th Street

**AIDS SCREENING & COUNSELING**

⑱ Camillus Health Concern

**ALCOHOL & DRUG ABUSE**

| | |
|---|---|
| Alcoholics Anonymous | 887-6762 |
| County Detox | 638-6540 |
| Narcotics Anonymous | 662-0886 |

**MENTAL HEALTH**

㉘ New Horizons 635-0366
1469 N.W. 36th Street

**WOMEN'S CENTER: A Woman's Place**

⑫ 600 Brickell Place 358-2063

**LEGAL**

Legal Services Advice Clinics 576-0080
① Camillus House
⑨ Miami Rescue Mission

**SCHOOL**

| | |
|---|---|
| Enroll your children | 883-5651 |
| RE-START job training | 373-7587 |

**VETERAN'S SERVICES**

| | |
|---|---|
| V.A. Vietnam Vets Outreach | 573-8830 |
| V.A. Social Services | 324-4235 |

Important information to save:

Social Security #: _____

Drivers License #: _____

Blood Type: _____

## ASK YOURSELF . . .

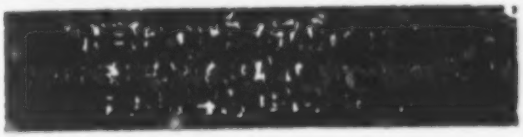
*How much time are you willing to spend making your life better than it is now?*

**IF IT'S TIME TO *RE*-START YOUR LIFE,**

then it's time to "get real". You know that if you want to play the game, you've got to get into the game. It's tough to get a job when you don't have a job and when you don't have any special skills.

The same employer who may turn you down when you're unemployed and homeless will treat you with respect when you're a student who has just finished learning a skill he needs in his business.

Any old job will get you some pocke change, enough for a meal, a drink, mayb even a room for the night. What you reall need is the kind of job that's going to ge you off the streets, into your own home with regular meals, clean clothes an some safety and respect.



If you didn't graduate from high schoo we'll help you earn your GED.

We'll talk about what you want to do an what skills you may already have.

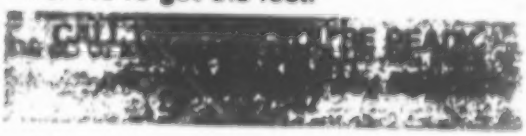
We'll tell you about *RE*-START job training, like truck driver, air conditioning mechanic, nursing or dental assistant, computer operator, and much more.

Meals, shelter, clothing, transportation, child care, even a part-time job can be arranged for you while you work to *RE*-START.

NOW ASK YOURSELF AGAIN . . .

how much time are you willing to spend on making your life better than it is now?

All you need is time. All you've got is time. We've got the rest.



Notes to Save

## Notes to Save

Project RE-START is a program of the office of Vocational, Adult, Career, and Community Education of the Dade County Public Schools